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ABSTRACT

During the 1993-94 program year, the 16 local Wisconsin Technical College System (WTCS) postsecondary districts delivered a total of 98,191 services to 36,071 clients through grant activities funded by the Carl D. Perkins Act. The WTCs board developed a format and process for reporting performance measures. All 16 WTCS districts exceeded the 35% standard set for program graduates, the 75% standard set for reported employment, and the 40% standard set for grant activity/training outcomes. Postsecondary-level vocational training and related services were provided to large numbers of special needs clients, including the following: 1,301 single parents, displaced homemakers, and single pregnant women; 7,870 disabled individuals; 2,531 limited English proficient individuals; and 53,535 economically and academically disadvantaged individuals. State staff consultants conducted 115 program evaluations and 11 service evaluations in 1993-94, approved 9 new programs, and discontinued 23 programs. Extensive activities were also conducted in the areas of state leadership and professional development, delivery of training through community-based organizations, consumer and homemaking education, integration of applied academics into vocational education, and career guidance and counseling. (Abstracts describing six exemplary VE programs are attached.) (MN)

WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD
ANNUAL PERFORMANCE REPORT
POSTSECONDARY RESULTS OF 1993-94
PERKINS FUNDED ACTIVITIES

Table of Contents

Introduction 1

I. Performance Standards and Core Measures 1
Table A: Summary Data for Performance Measures and Standards 6
Figure I-1: Flowchart of Perkins PSM Planning & Analysis 7

II. Postsecondary & Adult Occupational Programs, Services and Activities 8
Table B: Services Provided 9
Table C: Training Outcomes 10
Table D: Participants 11

III. Single Parents, Displaced Homemakers & Single Pregnant Women 12

IV. Sex Equity 15

V. Criminal Offenders 16

VI. Special Populations 17
- Disabled Persons 17
- Limited English Proficient 18
- Disadvantaged Persons 18

VII. State Leadership and Professional Development 20
Figure VII-1: Model for Integration of Program Evaluation, PSM and Institutional Effectiveness 22

VIII. Community Based Organizations 37

IX. Consumer & Homemaking Education 38

XI. Integrating Applied Academics into Vocational Education 39

XII. Career Guidance & Counseling 40

Abbreviations/Acronyms 41

Attachments: Abstracts of Exemplary Programs ..... 42 - 48

WTCS: 12/16/94

WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD
ANNUAL PERFORMANCE REPORT
RESULTS OF 1993-94
PERKINS FUNDED ACTIVITIES

Introduction

School Year 1993-94 was an eventful year in administration of vocational education in Wisconsin. This was the second year that the data collection and reporting system, (Client Reporting System) designed to meet the needs of the *Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Perkins)*, was used in each of the 16 local Wisconsin Technical College System (WTCS) postsecondary districts. This allows comparison between years with substantially the same definitions and parameters.

I. Performance Standards and Core Measures

- *Describe the progress made in developing, articulating, and implementing the Statewide system of performance standards and core measures for secondary, postsecondary and adult levels.*

The Wisconsin Technical College System Board (WTCSB) has developed a format and process for reporting the measures of information from vocational education programs offered by postsecondary institutions that are affected by activities funded by *Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Perkins)*.

Because the ultimate goal of *Perkins* funds is to train citizens for employment, two performance measures are the graduation and employment results of all one and two year state-approved occupational programs. One measure focuses specifically on *Perkins* funded projects, which, in Wisconsin at the postsecondary level, are primarily designed to provide assistance to students to enroll in and successfully complete occupational programs.

Figure I-1, page 7, illustrates the planning and analysis system for the Wisconsin postsecondary *Perkins* Performance Measures and Standards (PSM) system. The evaluation unit of the WTCSB develops reports from the WTCSB student information system and proposes modifications and options for the PSM using both internally and externally generated ideas and suggestions. The ideas are shared with the WTCSB PSM staff committee (and other associated staff). After their concerns, comments, and suggestions have been addressed, the amended proposals are discussed at a meeting of the statewide PSM Advisory Committee (composed of 5 WTCSB staff and 7 district staff). Once they

have agreed upon any changes, the proposal is reported to the Committee of Practitioners for discussion and approval.

Each year, the PSM is included in the Guidelines for *Perkins* grants and submitted to the State Board for approval. The district request for a grant must contain a Local Improvement Plan covering each of the standards it did not meet during the prior year.

The FY 1994-95 grants were the first to require Local Improvement Plans. Guidelines were developed by the evaluation unit on how to construct a Local Improvement Plan which would comply with the federal and state requirements. The Local Improvement Plans were discussed at a State-Called-Meeting on evaluation as well as the statewide meeting on the Perkins Guidelines for postsecondary institutions. Three special one-day regional meetings were held with district performance data discussed in terms of the Local Improvement Plan requirements.

Perkins performance measures and standards are now being developed for application to FY 1994-95 data and FY 1996-97 *Perkins* grant requests by the WTCS districts. The anticipated changes include raised standards and two additional measures.

- *Briefly discuss the coordination procedure(s) for using existing resources and methods from other agencies with vocational-technical education (JTPA, JOBS, etc.).*

Coordination with other federal funding sources is done through an integrated planning process by staff at the WTCSB and their counterparts in the 16 WTCS districts. All districts are required to develop a Core Coordination Document with potential employment and training partners and submit a signed copy to the WTCSB. Statewide coordination of all state agencies is done through the Governor's employment and training policy committee. One example of cross-agency cooperation is coordinated support of Job Centers at WTCS outreach campuses that are co-sponsored by the local WTCS, Job Service, local Private Industry Councils, and any other local groups that wish to participate and are willing to contribute resources. WTCS districts contract directly with local Private Industry Councils for short-term training programs. Many of the Private Industry Councils prefer to slot their clients into the longer and more complete regular vocational and technical occupational programs. Local programming is coordinated, where appropriate, at the local district level with JOBS, welfare units, CBO's, etc.

- *Describe the contribution of the Committee of Practitioners to the development of the Statewide system of performance standards and core measures.*

The Committee of Practitioners is a key part of the performance measures and standards process. The Committee of Practitioners has met on a regular basis to review, comment on, propose revisions and/or approve proposals to modify the performance standards and measures for incorporation at the beginning the next funding cycle. They also review the

annual reports on performance measures and standards. The duties of the Committee Of Practitioners includes review of annual the Plan/Application Guidelines, which is the vehicle used by the WTCSB for implementing the *Perkins* Performance Measures and Standards and the Perkins Improvement Plans when they are required.

- *List and describe the performance standards and core measures developed and used to assess vocational-technical education students' progress (e.g., retention in school, competency attainment, etc.), and the impact this has made on these programs.*

The WTCSB has developed a format and process for reporting performance measures and standards based on vocational education programs offered by postsecondary institutions that are directly or indirectly affected by *Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Perkins)* funding. The three performance measures selected were: postsecondary program graduates; graduate employment; and training outcomes of *Perkins* funded grant activities.

Because the ultimate goal of *Perkins* funds is to train citizens for employment, two measures, graduates and employment results, are reported for all one and two year occupational programs, not just those funded by *Perkins*. One measure focuses on *Perkins* funded projects, which are primarily designed to provide assistance to students to enroll in and successfully complete occupational programs.

The first measure is Program Graduation for two year state approved technical associate degree and two-year vocational diploma programs and one-year vocational diploma programs. The standard is set at 35% based on a full academic load of 24 credits.

The second measure is Graduate Employment for graduates of all vocational diploma and technical associate degree programs. The standard is set at 75% employment based on the six-month graduate followup study.

The third measure is Training Outcomes for students enrolled in *Perkins* funded projects. This standard is set at 40% of students enrolled in projects being reported as having positive outcomes.

The results of the performance measures and standards from FY 1993-94 are being used in developing local district plans for *Perkins* funding for FY 1995-96. Local program/project improvement plans (Perkins Improvement Plans), required as part of the FY 1995-96 project proposals, are based on 1993-94 performance measures and standards results.

- *Document the percentage of LEAs that implemented the Statewide system of performance standards. Also, document the percentage of LEAs that met the performance standards in the Statewide system.*

All 16 WTCS districts receive *Perkins* funding and implemented the performance measures and standards adopted by the WTCSB. The data used for assessing performance is part of the data reporting system required for state aids eligibility. One hundred percent (100%) of the eligible Wisconsin postsecondary institutions participate in the statewide system of performance standards and core measures developed for *Perkins*.

All 16 WTCS districts exceeded the 35% standard set for Program Graduates. The FY 1993-94 statewide total was a graduate rate of 44%.

During FY 1993-94, all 16 WTCS districts exceeded the 75% standard set for Reported Employment. The FY 1993-94 statewide total was 92% of those available for employment were employed. This was an increase of 1% over FY 1992-93.

During FY 1993-94, all 16 WTCS districts exceeded the 40% standard set for Grant Activity - Training Outcomes. The FY 1993-94 statewide total was 67% of the clients served by *Perkins* funded projects had positive training outcomes. Analysis of the data reveals a 5% improvement over the FY 1992-93 findings.

Table A contains the statewide summary data for Program Graduates; Graduate Employment; and Grant Activity - Training Outcomes (see page 6).

- *Document how the state assisted the LEAs in overcoming difficulties in developing and implementing Statewide system of performance standards.*

State Board staff has provided the leadership for modifying the student data reporting system that contains the data elements used for performance measures and standards reporting. Documents have been issued, and statewide meetings to explain and regional meetings to in-service district staffs have been conducted when requested. Presentations on the implementation progress have been made at statewide meetings of several groups of district administrators. Presentations by WTCSB Evaluation Unit staff have also been made at State-called-meetings of District Special Populations Coordinators and of District Special Needs Coordinators. Many other WTCSB staff have discussed the *Perkins* performance measures and standards process with their own district professional contacts at state-called-meetings and during campus visits.

Visits to districts have been made by members of the WTCSB evaluation unit to explain and advise on impacts expected from implementation of this new reporting format. Program Consultants making individual or team on-site visits have also helped districts to understand what is needed and expected in reporting for *Perkins* performance measures and standards through the WTCS Client Reporting System. A presentation of the performance

standards and measures was made at the state meeting on guidelines for the 1994-95 *Perkins* projects. These presentations included information on the local program/project improvement plans and the state and local joint plans for program improvement.

A model has been developed and refined by the WTCSB Evaluation Unit to explain how the districts can integrate the *Perkins* performance measures and standards process with the state mandated Program Evaluation and the district Institutional Effectiveness models.

When reviewing the FY 1994-95 Perkins Improvement Plans submitted with their funding applications, 15 of the 16 WTCS districts were required, by the State Board staff review team, to rewrite their plans. Because the implementation of the actual performance measures and standards is just underway, no state and local joint plans for program improvement were developed for FY 1993-94. A process has been outlined for WTCSB involvement in state and local joint plans for program improvement under *Perkins* when it becomes necessary.

Table A

WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD
Perkins Performance Measures and Standards

MEASURE: PROGRAM GRADUATES 1993-94
Number and Percent of Populations Served who Graduated from District Programs

STANDARD = 35%

TOTALS		SPECIAL POPULATIONS						GENDER		ETHNIC GROUP							
Total Served in Grant	Total With Trn Out	Disabled	Acad Dis	Econ Dis	LEP	Sex Bias[1]	Corr Inst	Male	Female	Amer Indian	Asian	African Amer	Hisp Origin	White	Not Rep	Undup SP	Not SP
25,503		2,317	7,540	9,295	355	1,647	9	11,083	14,351	287	431	1,201	422	22,797	365	12,911	12,592
100%		9%	30%	36%	1%	6%	0%	43%	56%	1%	2%	5%	2%	89%	1%	51%	49%
	11,298	742	2,286	3,616	122	584	0	4,598	6,684	115	177	325	143	10,399	139	4,718	6,580
	44%	32%	30%	39%	34%	35%	0%	41%	47%	40%	41%	27%	34%	46%	38%	37%	52%

MEASURE: JOB PLACEMENT 1992-93[2] EMPLOYED AND AVAILABLE FOR WORK
Number and Percent of Populations Served

STANDARD = 75%

TOTALS		SPECIAL POPULATIONS						GENDER		ETHNIC GROUP							
Total Served in Grant	Total With Trn Out	Disabled	Acad Dis	Econ Dis	LEP	Sex Bias	Corr Inst	Male	Female	Amer Indian	Asian	African Amer	Hisp Origin	White	Not Rep	Undup SP	Not SP
12,096		655	1,794	3,273	123	0	0	4,705	7,345	107	123	266	140	11,265	195	4,195	7,901
100%		5%	15%	27%	1%	0%	0%	39%	61%	1%	1%	2%	1%	93%	2%	35%	65%
	11,132	537	1,584	2,910	105	0	0	4,311	6,777	100	100	211	132	10,410	179	3,738	7,394
	92%	82%	88%	89%	85%	0%	0%	92%	92%	93%	81%	79%	94%	92%	92%	89%	94%

MEASURE: GRANT ACTIVITY - TRAINING OUTCOMES 1993-94[3]
Number and Percent of Populations Served who had at least One Training Outcome

STANDARD = 40%

TOTALS		SPECIAL POPULATIONS						GENDER		ETHNIC GROUP							
Total Served in Grant	Total With Trn Out	Disabled	Acad Dis	Econ Dis	LEP	Sex Bias	Corr Inst	Male	Female	Amer Indian	Asian	African Amer	Hisp Origin	White	Not Rep	Undup SP	Not SP
41,925		11,257	28,615	24,265	6,818	2,494	197	15,953	25,801	1,625	2,730	3,112	1,824	32,081	553	38,141	3,784
100%		27%	68%	58%	16%	6%	0%	38%	62%	4%	7%	7%	4%	77%	1%	91%	9%
	27,667	7,508	18,254	16,877	5,331	1,748	161	9,813	17,729	893	1,789	1,462	1,036	22,141	346	24,505	17,420
	62%	65%	54%	64%	47%	86%	88%	57%	65%	49%	54%	50%	50%	65%	63%	54%	46%

1 Minority gender students in non-traditional programs are included for 1993-94.

2 Latest year available; based on six month graduate follow-up study.

3 Fluctuation in number of clients reported partly due to more meticulous reporting. (This is the second year of full implementation of the WTCS Client Reporting System.)

Wisconsin
Technical College System

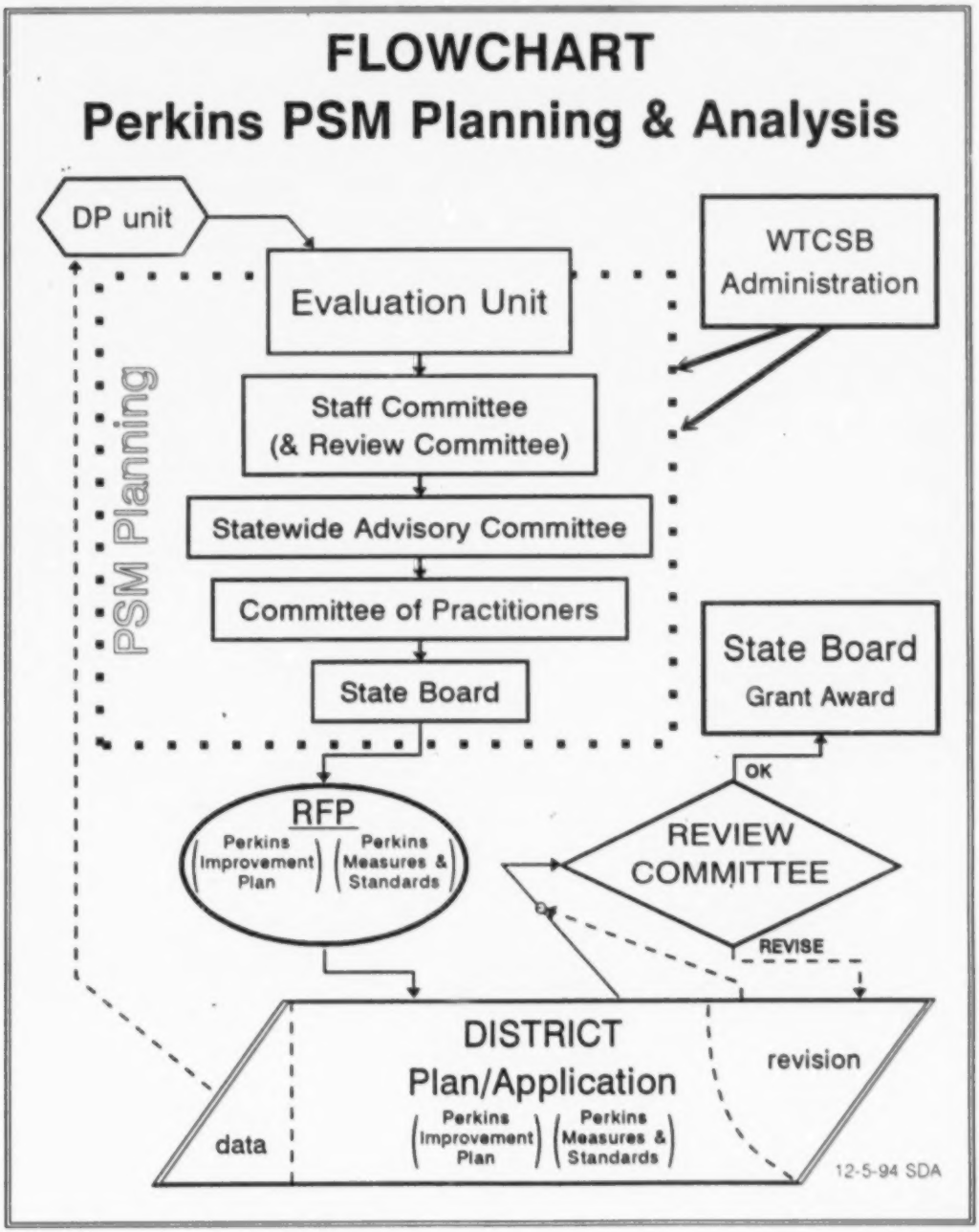

Figure I - 1

II. Postsecondary and Adult Occupational Programs, Services and Activities

- *Number of students served.‡*

A total of 36,071* clients where served through *Perkins* funded grant activities by the Wisconsin Technical Colleges. Table B (page 9) lists the number of clients who received the various services provided through *Perkins* funded projects. A total of 98,191 services were delivered, nearly three services per student served.

All members of special populations wishing to enroll in WTCS institutions received an assessment of their interests, abilities, and special needs with respect to completion of their vocational education classes and programs. The most frequent service to clients was providing information about or referral to other programs or services available to them. The second most frequently provided service was further special evaluation to determine their academic level and abilities or assessment to determine what services were needed to help them reach their goals.

Personal or group counseling was the third most frequent service received by the clients. Remedial, tutorial, and financial assistance and transitions services were also frequently provided.

- *Types of postsecondary adult institutions offering programs.*

The Wisconsin Technical College System has 1021 state approved programs, reflecting 338 different titles. These programs are mostly 1 and 2 year Vocational Diploma, or Associate Degree level. Programs, services and activities supported with Section 232 (Title II, C) formula funds were provided by the sixteen Wisconsin Technical College System (WTCS) districts. Taken together, these districts operate 45 separate campuses, and numerous outreach facilities.

- *Summarize achievements of programs, services & activities per Section 235 of the Law.*

Training outcomes for *Perkins* funded projects are tabulated in Table C (page 10). Fifty percent (50%) of the clients reported were enrolled in an occupational program and/or course. Three thousand five hundred ninety seven (3,597) clients completed their occupational course or program in 1993-94. One percent were enrolled in a non-traditional program and/or course. Sixty eight percent (68%) of those enrolled in a non-traditional course or program completed that challenge. Another 11% enrolled in a remedial course or program. Six percent (6%) of the participants completed a remedial program or course. Five percent (5%) entered training in another institution.

Demographic data on the *Perkins* project participants are shown in Table D (page 11). Seventy seven percent (77%) were identified with the White population group, 6% were in the Asian population group, 7% were African Americans, 4% were from the Hispanic group, and 4% identified themselves as American Indian.

* *Unduplicated headcount.*

‡ *Decrease in clients and activities reported due to more meticulous reporting. (This is the second year of full implementation of the WTCS Client Reporting System.)*

Table B

Services Provided
Projects funded under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990
(for 1993-94)

Services Provided	Count[4,5]	Percent[6]
Information/ Referral	18,500	51 %
Special Assessment/Evaluation	15,180	42 %
Personal/Group Counseling	10,918	30 %
Career Guidance Counseling	10,316	29 %
Financial Aids Advising	7,173	20 %
Financial Assistance	6,296	17 %
Remedial	4,126	11 %
Consumer/Homemaking	3,605	10 %
Study/Learning Skills	3,132	9 %
Tutorial	2,938	8 %
Occupational Training	2,801	8 %
Career Awareness/Exploration	2,481	7 %
Transition Services	2,253	6 %
Other	8,472	9 %
Total Services Delivered	98,191	
Total Clients Served	36,071[7]	

[4] *Duplicate count*

[5] *Fluctuation in clients and activities due to more meticulous reporting. (This is the second year of full implementation of the WTCS Client Reporting System.)*

[6] *Percent of all clients served by Perkins grants. Duplicate count.*

[7] *Unduplicated count*

Table C

Training Outcomes
Projects funded under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990
(for 1993-94)

Outcome	Count[1,2]	Percent[3]
Enrolled Occupational Program/Course	11,932	50 %
Completed Occupational Program/Course	3,597	15 %
Enrolled in Remedial Service Program/Course	2,698	11 %
Completed Remedial Program/Course	1,464	6 %
Entered Training Program other Institution	1,286	5 %
Obtained High School Diploma or Equivalency	902	3 %
Enrolled Non-traditional Program/Course	343	1 %
Completed Non-traditional Program/Course	234	1 %
Other	6,746	8 %
Total Clients with Training Outcomes	29,184	
Total All Clients	36,071[4]	

[1] *Duplicated count*

[2] *Fluctuation in clients and activities reported due to more meticulous reporting. (This is the second year of full implementation of the WTCS Client Reporting System.)*

[3] *Percent of all clients with reported training outcomes. Duplicated count.*

[4] Unduplicated count

Table D

Participants by Population Group, Gender and Age
Projects funded under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990
(for 1993-94)

GROUP:	American Indian		Asian		African American		Hispanic		White		Not Reported		Total	
GENDER:	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
AGE														
16-24	272	325	371	345	499	769	298	364	5101	6410	86	61	6650	8286
25-44	255	442	651	499	386	889	253	452	4171	9024	96	85	5812	11391
45-59	28	71	46	65	44	64	26	51	712	1450	16	25	872	1726
60+	2	21	10	27	6	7	4	18	111	415	7	7	140	495
Not Reported	3	10	13	24	3	8	12	18	130	207	26	20	187	287
TOTALS	1440		2070		2681		1502		27,864		514		36,071	

TOTAL MALES: 13,724

TOTAL FEMALES: 22,185

15

III. Single Parents, Displaced Homemakers and Single Pregnant Women

- *Total number of single parents, displaced homemakers, and single pregnant women served at postsecondary/adult level.*

The number of single parents, displaced homemakers, and single pregnant women served at the postsecondary/adult level in Wisconsin in FY 1993-94 was 1,301.

- *Description of services provided in single parents, displaced homemakers, and single pregnant women.*

Funding priorities were:

A. Single parents, displaced homemakers, and single pregnant women who are the sole income support for a household were assisted in choosing a career that will provide an income sufficient to maintain their households.

B. Adequate preparation was necessary to assure that they would be successful in the training program for their chosen career.

C. Special emphasis was to be placed on exploring non-traditional and technical careers that pay the highest median wage upon graduation.

D. Single Parent, Displaced Homemaker, and Single Pregnant Women Programs provided preparatory services to the target population following the Statewide Model Program. This program was designed for individuals interested in vocational education who are willing to spend the time necessary to choose the right program and to prepare themselves to succeed in their chosen program. The components of this program are:

1. Outreach: The focus of this component was to identify eligible individuals interested in vocational education. Building coordination with other programs such as JTPA and JOBS for referrals was a key part.

2. Pre-assessment Interview: Program eligibility was determined, as well as whether or not the individual was able to benefit from the services described in (3) and (4) below. Referrals to other programs or services as were appropriate at this stage. If an eligible individual chose to participate in the services described in (3) and (4) below a client enrollment form was completed, a case management file established, and the individual scheduled for a career planning session.

3. Career Planning/Assessment: All eligible individuals were enrolled in the Career Planning/Assessment course. (The curriculum for this course was

provided to districts by the WTCSB.) A significant portion of the curriculum addresses non-traditional career exploration and sex in career choices. The Career Planning/Assessment component determined the best placement for an individual:

a. The individual was not ready for a vocational education program, and should be referred to basic skills or other agency/program.

b. The individual was better suited for a university program and, should be referred to a university counselor.

c. The individual selected a vocational program, could enter the program with no further assistance, and was referred to a WTCS counselor for admission.

d. The individual selected a program but needed preparatory services to assure success in the program.

4. Case Management Plan for Preparatory Services: The case manager was to design an individual preparatory services plan to prepare an individual for enrollment into and success in a program. Components of the plan were based upon local resources and the individuals need. *Perkins* funds could be used to pay the education costs (tuition, books, materials, fees) for all preparatory services and courses. Dependent care and transportation assistance also could be funded. The preparatory services were provided in one semester and lead to enrollment in a program the following semester.

- *Describe any special delivery methods that are unique and/or effective. What services seem to be the most needed by single parents, displaced homemakers, and single pregnant woman.*

All 16 programs for adults in Wisconsin used a standard 72 hour career planning course as the basis for the program. After the course, individuals pursued a plan of customized preparatory services assisted by a case manager. The programs were operated in a uniform, consistent fashion with the expectations that 80% of the single parents, displaced homemakers and single pregnant women end up enrolling in vocational skill training programs within two years. At the same time the programs strived to have 50% of the clients enroll in high wage programs. Special efforts were made in three programs to reach women who are members of minority groups.

The program in Waukesha has an outreach component which teaches the career planning course in a Hispanic community based organization. The program in LaCrosse has worked on strategies to meet the special needs of Hmong (Indo Chinese) women. The program in Rhinelander has special curriculum components for the Native American population. The

program in Milwaukee, while not targeted specifically at women of color had African Americans as a majority of its enrollment.

The most commonly provided service was career planning, since it is a key component or all programs. In addition many women enrolled in basic skills remediation. Dependent care and transportation assistance were commonly provided, but only on a temporary basis as sufficient funding was not available to meet individual needs. To better meet this need, programs were closely coordinated with financial aid, JTPA and JOBS.

- *Append exemplary program(s) to this report, with criteria used in selection.*

For the second year, the Re-Entry Women program at Moraine Park Technical College in Fond du Lac has been selected at the outstanding program. Details are in the attachment, page 43.

IV. Sex Equity

- *Total number of students in sex equity programs.*

The number of persons in sex equity activities funded under *Perkins* served at the postsecondary/adult level in Wisconsin in FY 1993-94 was 441.

- *Achievements and services provided to reduce sex bias and stereotyping in vocational-technical programs.*

Most postsecondary sex equity programs focus on guidance and counseling career exploration opportunities to interest women in non-traditional careers. Several of these programs have been very effective and have increased the non-traditional enrollments in such programs as welding, police science and computer assisted design. Programs that provide such services are required to provide a minimum of 18 hours of services to an individual, since less time than that has not been shown to be effective in individual career choices.

The consistent presence of an individual who is available to the individual contemplating enrollment in or actually enrolled in a non-traditional training program appears to be the key element of success. Knowing there is one person you know and can go to helps women get enrolled and stay enrolled.

In addition to programs that directly fund career guidance and counseling for non-traditional careers, local staff development, curriculum development and marketing video development were funded. Two statewide grants, one to train facilitators for the Gender and Ethic Expectations for Student Achievement course to be offered to faculty and staff in the technical colleges and a resource lending library were funded. These do not result directly in student enrollments

- *Append exemplary program(s) to this report, with criteria used in selection.*

The 1993-94 outstanding program is the **Tools for Tomorrow Program** at Madison Area Technical College. Details are in the attachment, page 44.

V. Criminal Offenders in Correctional Institutions

- *Numbers served through programs in correctional institutions.*

One correctional project that assisted 55 incarcerated individuals was funded under *Perkins* in FY 1993-94.

- *Types of institutions participating.*

One WTCS district, coordinating with the Wisconsin Department of Corrections, which operates the state correctional institutions, and the local jails, was the recipient of this grant.

- *Achievements, services or programs for criminal offenders.*

Incarcerated individuals were assisted in: admission to occupational and remedial programs, applying for financial aid, career planning, guidance and counseling, interest testing, academic testing, and job placement.

VI. Special Populations

a. Disabled

- *Number of disabled served in programs.*

The number of individuals with disabilities served through projects funded under *Perkins* in FY 1993-94 was 7,870.

- *Achievements in providing equal access for disabled; in recruitment; coordination between special education and vocational-technical education; assessment; career development; and transition from school to work.*

The Wisconsin postsecondary focus in working with the disabled is to provide the support services necessary to enable them to enroll in regular (mainstream) occupational training programs and succeed in graduating and finding appropriate employment.

Services vary according to the staff already available and the identified needs at the individual colleges. Instructional tutoring may be one-on-one or in small group sessions. Some districts emphasize study skills workshops and seminars as a way to provide comprehensive help to disabled students taking widely disparate programs. One-on-one assistance in lab classes or in testing situations is also provided in some locations.

Support services provide assessment, career and academic counseling, referral to other specialized services (some provided by outside agencies), and special placement services. Obtaining special equipment and modification of classroom equipment is accomplished when required.

Special Needs specialists also work with teachers on curriculum modification and to developing special methods and strategies for teaching disabled students in their classrooms.

- *Description of the impact of supplemental services provided to the disabled.*

With the receipt of special support services, disabled students have a level of success that is comparable (and in some cases exceeds) that of non-disabled students with similar abilities.

- *Append exemplary program(s) to this report, with criteria used in selection.*

There were several general reasons for nominating the Western Wisconsin Technical College project **Services for Persons with Disabilities**: direct service to students with disabilities; the district developed and implemented an accommodation policy; developed and implemented a special needs counseling model for four (4) outreach campuses; and inservice training for faculty on working with students with specific disabilities. Details are in the attachment, page 45.

b. Limited English Proficient (LEP)

- *Number of LEP individuals.*

The number of Limited English Proficient (LEP) individuals served under *Perkins* was 2,531.

- *Achievements in servicing the LEP students in terms of improved access and services provided that contribute to success in the program.*

Coordinated planning with other funding sources allow *Perkins* funds to be focus on support services focused on enrolling and retaining LEP students in regular occupational programs. Counseling services provide personal and career counseling and identification of employment trends, academic assessment, and development of individual instructional plans for the LEP students. Tutoring is provided by most districts to provide the specialized language skills necessary for success in the student's chosen program area. The LEP specialist serves as a contact, advisor and advocate for the LEP student. Job development and placement services are provided where warranted.

c. Disadvantaged

- *Number of disadvantaged individuals.*

The number of Academically Disadvantaged individuals served under *Perkins* in FY 1993-94 was 23,558 and Economically Disadvantaged individuals 19,977.

- *Description of the impact of supplemental services provided to the disadvantaged.*

Services provided to disadvantaged students included:
- special efforts to recruit students into vocational/technical programs,
- provision of tutorial services,

- remedial instruction to enable students to succeed in their vocational/technical courses,
- targeted counseling and referral to assist students in obtaining supplementary services,
- career guidance and counseling.

• *Achievements in serving the disadvantaged students with respect to their successful completion of vocational-technical education process.*

Academically and economically disadvantaged prospects and participants received special counseling targeted toward identifying and overcoming barriers to their academic and career aspirations. Another result is that new courses were added at convenient times to reduce participants' barriers in attending.

• *Append exemplary program(s) to this report, with criteria used in selection.*

The tutoring and remedial services provided to academically disadvantaged students at Blackhawk Technical College have resulted in student academic success far beyond those in any other college. Details are in the attachment, page 46.

VII. State Leadership and Professional Development

- *Accomplishment for state leadership - New Programs, Expanded Programs, and Discontinued Programs:*

The Wisconsin Technical College System (WTCS) has a comprehensive evaluation process in operation that monitors **1,021 fulltime programs** every year. The six step process that includes State Board oversight for program modifications and discontinuance/suspension requires each Wisconsin Technical College System district to develop a district plan for evaluation.

The evaluation process is focused on program improvement. Evaluation can tell us how a program is functioning year-in/year out. The process addresses the question, how are we meeting the needs of our customers? The whole point of assessment is program improvement. The impact of the evaluation process rests with the action taken in response to findings and recommendations. The following is a description of the WTCS evaluation process model.

In **Phase I**, the **1,021 state approved occupational programs,** one year or longer, is monitored every year for key operational factors such as enrollment, retention and placement status of program graduates. The programs are classified into **338 unique program titles.** Based on the ratings of programs as a result of screening in **Phase I,** each WTCS district selects programs for comprehensive indepth evaluation in **Phase II.**

Comprehensive **Phase II** evaluations cover eights aspects of the program: (l) student demographics, recruitment, retention, graduation and placement; (2) curriculum content and delivery; (3) qualifications, certification, and continuing professional development of instructors; (4) counseling and support services such as job placement and financial aids; (5) student organizations; (6) impact of advisory committee; (7) facilities, equipment and resources; and (8) equity and access. Level of institutional support, and expected changes in industrial technology and skills required are two other major factors which typically influence the course of the evaluation and focus of the on-site team.

Responding to the recommendations of the first two phases is the objective of **Phase III** Following each program evaluation, the district must develop an action plan for responding to the recommendations in the Phase II report. The action plan identifies the action to be taken, the person responsible for seeing that it is accomplished, and an expected date of completion.

Evaluation team reports are submitted to the state office within three months after an evaluation is concluded. The report on action taken in response to the evaluation recommendations is submitted as soon as the report is completed. Evaluation reports, both team findings with recommendations, and district action reports, are routed to the appropriate state agency consultant(s), i.e, program, general education, basic skills, student services, sex equity, special populations, and others. **One hundred fifteen** (115) program

evaluations and **eleven** (11) services evaluations were handled during 1993-94 by state staff consultants.

In the 1993-94 school year, **nine** new programs were approved, the titles of **60** individual program were changed to more accurately reflect changed training content and target employment. **One Hundred Twelve** (112) major curriculum modifications were reported. **Five** programs were suspended by districts that do not want to enroll students while revising the curriculum. **Twenty-three** programs were judged no longer relevant to today's job market and were discontinued.

The Wisconsin Technical College System Board believes that we will better be served by integrated systems of assessment and evaluation and has encouraged the Technical College Districts to integrate the Perkins Performance Measures and Standards into the evaluation process model. (See Figure VII -1, page 22.)

Wisconsin Technical College System

Model for Integration of Program Evaluation, PSM, and Institutional Effectiveness

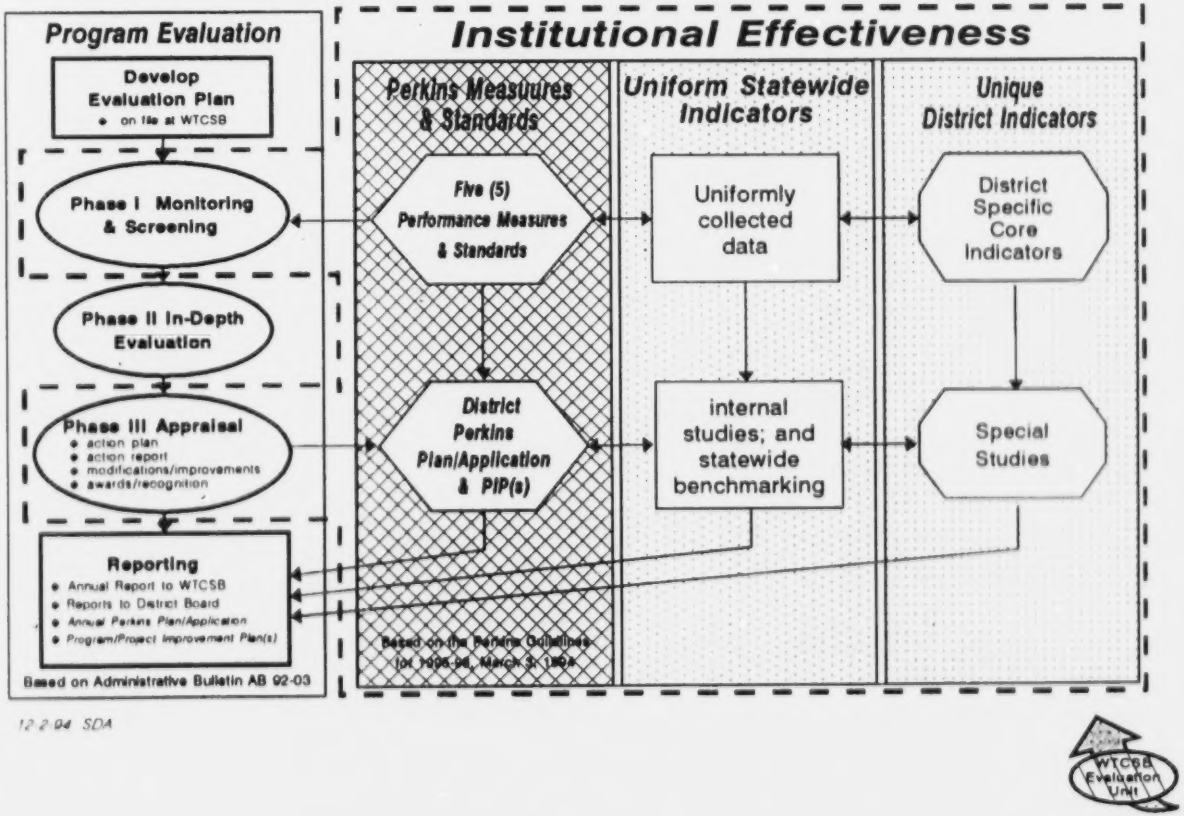

Figure VII - 1

Professional Development

An important factor contributing to student success in the Wisconsin Technical College System is the assurance of current knowledge and skills of the system's faculty and staff. Development of human resources is necessary if the Wisconsin Technical College System is to maintain programs at a state-of-the art-level. Given the pace of technological change, such development must be continuous and an integral part of the WTCS institutions.

State-called meetings, in-services and workshops are a vital and integral component of the agency role in leadership for programmatic, curriculum and support services. They are considered the critical tools for initiating, maintain and developing a consistent and effective vision, direction, and commitment to statewide goals and objectives. The following state-called meetings, workshops, etc. were held for 1993-94:

Title	Description
Marketing Institute UW-Madison	Joint secondary and postsecondary marketing education instructors meeting focused July 1993 on Trends and Challenges in the Technical College System; and the use of integrated curriculum in Tech Prep models for Marketing Education.
Instructors Meeting Supervisory Management September 1993	Inservice on development and delivery of statewide core curriculum. Four courses were developed to integrate essential academic or general education competencies for supervisors. Over 2,000 working adult students will be affected by the curriculum within a two to three year period as the new courses are integrated into the curriculum.
Postsecondary Marketing Instructors September 1993	Preparing for the Future in Marketing Education, workshop, involved an analysis of the current titles and taxonomy in Marketing and Management education programs in the Technical College System in Wisconsin. National trends and practices were consulted and recommendations prepared that would blend the essential academic and occupational based curriculum for students into relevant training programs for our students. By Spring of 1994 agreement had been reached among the 16 colleges for many new program titles, instructor certification requirements and instructional taxonomy.

Hospitality Management, Hotel-Motel, Recreation, Travel and Tourism Instructors October 1993	From Today To The Year 2000 - WTCS Programs in Hospitality, Travel, Recreation and Tourism addressed the program curriculum and titling changes needed to respond to changing business and industry and labor market needs. Time was devoted to consensus building among the instructors in defining new program directions and essential competencies graduates should possess. The changes would affect over 650 students in the combined programs statewide.
Materials Management and Transportation Instructors November 1993	The meeting focused on the development of core curriculum and integration into Tech Prep. Follow-up meetings will be needed as this was the first step in the process of the development of core curriculum and integration into Tech Prep.
Quality Management, Quality Productivity Improvement and ISO 9000 Instructors November 1993	An intensive training program in the basics of ISO 9000 certification and the role and impact of ISO 9000 certification on Wisconsin's businesses.
Small Business Instructors February 1994	The Future of Small Business Programming the Technical College System was the focus of this one-day meeting. An expanded list of services to individuals was developed and strategies for future services was developed.
WAVAI Summer Conference For Agriculture Instructors July 1993	Mini-workshops to share relevant information about new trends and directions for Agribusiness and Farm Management.
Wisconsin Leadership Council for Agricultural Education Annual Meeting September 1993	Work-sessions for agribusiness people and educators to learn about and address issues of mutual concern, such as, curriculum and new trends and directions in the Agricultural field.
Computerized Farm Business Analysis Workshop September 1993	Workshop for 20 Technical College Farm Business Instructors and County Extension Agents to learn the new computer-based farm accounting system.

Northeast Wisconsin Advanced Technology Center Workshop October 1993	A strategic planning session using the "Team Focus" software with a group of 15 people for the purpose of beginning the development of a manufacturing outreach plan.
Electromechanical Technology Statewide Meeting October 1993	A statewide meeting of industry representatives and educators for the purpose of developing a set of statewide competencies in electromechanical technology.
Trade and Industry Deans & Supervisors October 1993	A professional development conference for approximately, 45 program Deans and Associate Deans of T & I.
Agriculture Division Deans/Supervisors November 1993	A two day professional development and strategic planning session for 15 Agriculture program supervisors.
Fluid Power Instructors November 1993	A workshop session on aspects of curriculum design for Fluid Power.
Northeast Wisconsin Advanced Technology November 1993	A strategic planning session for the further development of an advanced technology center for northeast Wisconsin.
Statewide Diesel & Heavy Equipment Technology November 1993	Orientation session on statewide curriculum objectives to approximately 30 industry representatives and instructors.
Northeast Advanced Technology Center Planning Meeting December 1993	An action plan development session for approximately 15 technical college and other administrators.
Environmental Education Coordinators Meeting January 1994	Workshop and planning session for coordinators of water\wastewater training and other environmentally-related instruction.
Wisconsin Agribusiness Council Annual Meeting January 1994	Workshop to approximately 25 people on issues in adult education.

Madison Area Quality Improvement Network Educators February 1994	Workshop on quality improvement tools to approximately 25 educators.
Moraine Park Technical Ag Mechanics Advisory Committee February 1994	Meeting with approximately 10 ag equipment industry reps to help identify avenues for educational program improvement.
Statewide Inservice on Foundations of Quality Curriculum March 1994	A three day workshop on quality improvement curriculum for 50 technical college instructors.
Professional Dairy Producers of Wisconsin March 1994	Developed a "farm assessment process" proposal and inserviced six dairy producers on executive committee.
General Education Deans March 1994	Meeting utilizing an affinity process with approximately, 20 administrators for group consensus on issues vital to general education in the Wisconsin Technical College System.
Wisconsin Vocational Association April 1994	A workshop for postsecondary agriculture instructors on instructional delivery issues and a one day planning session for Agriculture Coordinators
Team-Building for Trade & Industry Deans June 1994	A three day team-building workshop for approximately 25 Deans of Trade and Industry programs and supervisors of apprenticeship instruction.
Wisconsin Centers for Industrial Competitiveness June 1994	An organizational meeting and inservice for higher education staff involved in Wisconsin Centers for Industrial Competitiveness activities statewide.
WAVAI Summer Conference for Agriculture Instructors June 1994	Mini-workshops for Agribusiness and Farm Management instructors (approximately 35 in attendance) and designed and facilitated a one-day workshop and planning session for 15 Agriculture Division Supervisors.

Respiratory Care Practitioners Programs September 93; Occupational Therapy Program Instructors September 93; Medical Assistants Program Instructors, September 93; Deans-Nursing-Allied Health Programs - November 93; Nursing Assistant Program Instructors - November 93; Respiratory Care Practitioner Programs - February 94;	Several state called meetings to improve and enhance educational programs in light of changing societal needs to identify relevant information about new trends and directions, and to collectively discuss curricula concerns.
Apprenticeship Instructors & Coordinators January 94	State Called Conference for Apprenticeship Instructors and Coordinators. Conference presentations included: Teaching to Different Learning Styles, Video Conference Technology Applied to Distance Learning Environment, and Beyond Conflict to Consensus.
Biennial Apprenticeship Conference August 1993	Biennial Apprenticeship Conference. Four instructor groups held additional trade-specific meetings during the year.
Industrial Electrical Apprentice - May 1994	Team Building sessions for Industrial Electrical Apprentice.
Trade and Industry June 1994	Team Building seminar for Trade and Industry program heads.
Plastics Youth Apprenticeship July 1993; Group Dynamics Supervisors-September 1993; Trade & Industrial Deans - October 1993; Youth Apprenticeship Printing November 1993; New Police Chiefs - January 1994; Law Enforcement District Coordinators - May 1993.	Several state called meetings were held to improve and enhance educational programs in light of changing societal needs, to identify relevant information about new trends and directions, and to collectively discuss curricula concerns.

Efforts Targeted At Special Population
(Both Professional Development & Curriculum)

Apprenticeship

Worked closely with community based organizations (CBOs) to encourage linkages with technical colleges on equity issues and to promote CBOs as a resource for technical college programs. Specifically:

Served as an advisory committee member/consultant to the MATC Madison Tools for Tomorrow program and the Milwaukee NET (Non-traditional Employment Training) project - 10 meetings.

Worked with collaborative team to develop a strategy to access WI. DOT (ISTEA) funds to train women and minorities for highway construction jobs including apprenticeship (10 meetings). The RFP is likely to be released in November 94.

Worked with CBOs, DILHR-BAS and USDOL-BAT to develop a multi-state proposal for WANTO funds (Women in Apprenticeship and Non Traditional Occupations). Proposal submitted to USDOL - Women's Bureau in August of 94.

Developed a technical assistance package for apprenticeship instructors, advisory committee members and others as part of the BAS Affirmative Action Subcommittee of the Apprenticeship Advisory Council.

Reviewed proposals for JTPA-NEW Act funding as part of a mini-RFP process. The successful applicant's plans became part of two proposals submitted by the state of WI for USDOL funding.

Numerous presentations on apprenticeship Training to a wide range of groups including teachers, three presentations specifically targeted outreach to women and minorities.

Advocacy for women entering apprenticeships and female and minority candidates seeking teaching and supervisory positions.

Student Services/Services Special Populations	Planned and developed guidelines for guidance and counseling and other special services projects.
	State-called meeting with District College Health Nurses addressed issues related to special needs of students and staff, and clarified federal regulations.
	Special Services State-Called meeting provided one-on-one assistance in reasonable accommodations, financial and other federal regulations that impact on services to special populations.
	Special Populations Committee identified areas for district improvement such as the rationale and approach of the assessment function.
	Division of Vocational Rehabilitation/WTCS Task Force on Financial Aid for students with disabilities. Provided data as to the unique characteristics of the technical college student and the impact of student financial aid assistance.
	DOE student financial aid workshop which provided current interpretations of the federal regulations. Two state-called meetings of District student financial aid officers which included topics to address regulations and the effects on students.
	Health related committees (Wisconsin Primary Care Consortium, Wisconsin Geriatric Center) directing education efforts toward this special population to identify areas of education focus in our system.
	Assess programs, recommend modifications based on work force data and provide information to district staff on special needs considerations particularly as relates to the American Disabilities Act.
	Three in-services and three state called meetings for district program staff for the development of activities and programs which increase the recruitment, enrollment, retention and graduation of special population students in technical/occupation education programs. The special populations students include economically disadvantaged, academically

disadvantaged, limited English Proficient, minority, sex bias and corrections.

Two, 2-day state called meetings for Special Services(Attendance: 135), Two, 1-day state-called meeting for Transition Services (Attendance: 55) and Twenty-one in-service presentations to district and other agencies staff including vocational and academic instructors, managers, counselors, student services, evaluation specialist, grant managers, Affirmative Action Officers, District administration staff and other agency representatives. Topics included in the in-service presentations were the following:

Curriculum Development
Serving Special Populations
Learning Strategies
Teaching Methods
Reasonable Accommodations
Federal and State Laws (i.e., VEA, IDEA, ADA)
Transition
Integration of Vocational and Academic Curriculum
WTCS Special Services

Technical assistance to assist districts in identifying coordinative efforts between VEA funds for special populations students and other funding sources to optimize the use of all available funds.

Secured funding and monitored DVR Third Party Contracts for 12 WTCS districts which fund 36 special services staff.

Participation on three CEW advisory Committees for DOE funded projects serving special populations,, selecting national exemplary activities, and disseminating results to WTCS districts.

Curriculum Development

The Wisconsin Technical Colleges' curriculum is built on existing workplace tasks, strategies and partnerships. Technical college curriculum development places value on both technical and academic education by constructing curriculum based on competencies that promote success in the current and future workplace.

Brief summaries of activities conducted during the past year to develop or update curriculum follow:

Supervisory Management Core Courses

Four three-credit courses were developed and put into the new, Wisconsin Instructional Design System (WIDS) format. Field testing was begun in the second semester in a limited number of courses and colleges. Full field testing will start in the 1994-95 academic year with all four courses scheduled to be offered. A follow-up meeting will be held in 1995 to begin the evaluation process and to incorporate any necessary changes. This process is similar to the Plan, Do , Check, Act cycle found in Quality processes.

Fashion Marketing and Retail Management Core Curriculum Projects

The final four courses of a total of eight were developed for the Retail Management and Fashion Marketing programs and were introduced in the 1993-94 academic year. The courses are complete learning packages from competencies validated by industry to learning objectives and assessment strategies. Each college received a complete set of all eight courses and field testing is underway in the 1994-95 academic year. Evaluation meetings will be scheduled for 1995.

Statewide Apprenticeship Curriculum

State leadership was provided to plan and implement all aspects of the Statewide Apprenticeship Curriculum Program. To ensure program consistency and integration between work processes and related instruction, BAS trade Advisory committees have input on all curriculum issues. Outcomes of FY 93-94 activities include:

Curriculum materials developed for Machinist, Tool and Die, and Sheet Metal apprentices, to be field tested fall of 1994.

Task lists and characteristics of Industrial Electrician validated through regional modified DACUM processes.

Production and distribution of a bibliographic directory of state funded apprenticeship curriculum projects.

Completed assessments of existing curriculum materials in selected areas

Promoted the concept of 80% uniform instructional core with 20% local content option as a model for statewide apprentice relation instruction. This 80/20 split is being considered as an approach to the OJT portion of apprenticeship.

Worked closely with Apprenticeship Advisory Council and 11 State Trade Advisory Committees to improve curriculum through better integration of on-the-job and classroom portions of apprentice related instruction (+20 meetings).

Promoted the use of self-directed instructor work teams for curriculum development. Teams are currently active in four trade areas.

Participated on the Apprenticeship Best Practices Committee (3 meetings, 2 surveys). The committee, composed of both instructors and coordinators has completed the vision statement portion of a best practices manual.

Developed a plan for coordinated statewide evaluation of targeted apprenticeship programs.

Disseminated information on School to Work initiatives and results of BAS Apprenticeship Satisfaction Survey; both have implications for curriculum delivery and instructor professional development.

Youth Apprenticeship

Chaired Youth Apprenticeship Printing meetings with seven districts concerning advanced standing credits into associate degree curriculum

Participated with other educational agencies (Department of Public Instruction/Department of Industry and Human Relations) to provide information on Health Occupations Education for the development of new initiatives in school to work, particularly the Youth Apprenticeship efforts.

Electronics

Involved electronics instructors in the review of competency lists for four industry validation panels: this activity was phase I of the statewide electronics project.

Facilitated the involvement of instructors from the technical college districts in the BIA National Skill Standards project for electronics technician.

Developed a vision and strategy for the Statewide Electronics Curriculum Project, (10 meetings). The project goal is to establish a common competency base and model course materials for the first year of associate degree electronics programs. There are currently 43 different programs with 14 different titles. Planning activities and phase I of this project resulted in a competency list validated by regional industry panels.

Trade and Industry

Developed Appropriate Occupational Experience (instructor certification) documents for assigned Trade and Industry programs. Consulted with State Certification Officer on certification issues including individual plans.

Manufacturing/Metals

Youth Apprenticeship planning meetings were held for the Manufacturing/Metals occupational cluster (five meetings). Provided information on national model programs and curricula in this area.

Special Populations

Special Services staff assisted WTCS Occupation Consultants with their curriculums to ensure special populations were served appropriately and integration of vocational and academic methodologies included learning strategies and teaching methods for special populations. The technical assistance was provided in the following occupational courses/programs in FY94:

Multi-Occupational Training Program
Police Science Curriculum
Nursing Assistant Program
Office Aide Program
Nursing Program
Food Service Aide Program
EMT Program
CDAA Program
Child Care Associate
Interpreter Technician Program
Custodial Services
Hearing Impaired
Visually Impaired.

Nursing

The Education Mobility Nursing project was supported by the WTCS board office in its' second year to develop curricula allowing student mobility program-to-program and system-to-system in Nursing education.

Dental Hygiene

Dental Hygiene program task force/consortium (involving three technical college districts) met to determine possible methods using the existing dental hygiene program at Milwaukee Area Technical College to share that curricula with Gateway

Technical College and Waukesha Technical College. The state office through the Health Occupations Consultant continues to offer guidance, leadership and assistance to the Multi-district Dental Hygiene project which completed its second operation year. The project continues to move in a positive direction using new technologies such as inter-active video and the like to provide Dental Hygiene education in three other districts from a single program at Northcentral Technical College, Wausau.

AODA

A state-called meeting for AODA Prevention which included the development of a curricula unit to be infused in degree programs such as Police Science, Health related programs and Child Care.

Mechanical Design

Conducted statewide DACUM Verification of Mechanical Design Tasks/Curriculum - February 1994

Machine Tool Program

Meeting of statewide curriculum modification on Machine Tool Program - June 1994

Diesel Transportation and Heavy Equipment Technology

A competency profile was developed which listed the key skills identified by industry leaders. The tasks listed are performed according to the recommendations listed in the manufacturer's diagnosis, service and repair manuals.

Other Curriculum Activities

Approved/Disapproved program curriculum on a routine basis (once every three weeks or as requested). The program curriculum is based on employment data and recommended modifications of programs, particularly with regard to accommodations for persons with disabilities and other special population needs.

State consultants review and rate New and Emerging Incentive Grant proposals from 16 WTCS districts. These projects support a variety of needs including program and curriculum development, professional development and core instruction.

Assessment of Projects

Improved access and success of special populations is a primary intent of the federal legislation. The Wisconsin Technical College System team process for Perkins II plans and projects assures that this is happening. The focus of the on-site visit is on performance assessment, client reporting, analysis and use of performance data, services to special populations and institutional effectiveness.

In 1993-94, four technical college districts were visited. The purposes were:

> Provide WTCSB assistance and oversight to ensure quality services education for Wisconsin citizens especially special populations.
>
> Fulfill the requirements of the Vocational Education Act to assure the local recipients of the funds under the act are providing services in full compliance with provisions of ACT. Sec. 508(2).
>
> Assist district in using results for future plans and services.
>
> To develop a process that identifies the concerns of districts that need to be addressed at the state board office.
>
> To provide operational guidance and expertise to local administrators on data collection, reporting and phasing in standards and measures.

As the results of these visits: modifications have been made to the VEA guidelines which more carefully spell out the services to be provided and the outcomes that are expected, helped to clarify and caused changes to occur in the data collection system, identified the need to improve the data reports being communicated to the Technical Colleges to make them more user friendly, and to cause inter-intra coordination with funding sources.

Based upon requests from the districts, Guidelines for Local Improvement Plans were developed. These guidelines were distributed in November of 1993. Several workshops were held to review the types of revisions which were needed to the Local Improvement Plans and modifications were made to the guidelines.

In addition to the **On-site Team Process**, all projects receiving federal funds are required to submit a written, mid-year report on each funded activity. Project managers have the responsibility for reviewing the reports to assure that approved activities are carried out, objectives met and that funds are used according to the grant application. On-site review visits are scheduled at the decision/discretion of the WTCSB staff member having monitoring responsibility. In 1993-94, 219 mid-year reports were reviewed. In addition to the mid-year reporting, each recipient of funds is required to submit a Grant Evaluation Report annually for each grant awarded by the State Board. In 1993-94, 219 annual evaluation reports were reviewed by project managers.

State staff also provided technical assistance by reviewing sixteen district plans. Two-Hundred and Nineteen projects were approved for FY 94 by state staff consultants. It is also the responsibility of the Special Populations Team to review performance measures and standards to ensure that
special population students are enrolling, being retained in and are graduating from technical and occupational programs.

Developed and completed state-wide student expenditure survey to collect data on the costs of students attending post-secondary institutions and their special needs. Analysis of the data also identified the needs of students regarding transportation, child care, medical, etc.

Coordinated a State-Called meeting with the District's employment placement officers which focused on the development of a state-wide report on data of trends of student job placement in the private sector. An additional meeting also focused on how to better serve students with special needs.

State leadership was provided in the development of computer generated reports as it relates to performance measures and standards. Of the sixteen (16) districts, fifteen (15) of the district used state data in preparing their local improvement plans. State leadership was also provided to develop individual project computer reports.

VIII. Community Based Organizations

- *Number of male and female students served by CBO's*

The number of students served in *Perkins* projects funded for CBOs in Wisconsin was 553. Two hundred three (203) students were male and three hundred twenty eight (328) served were female.

- *Number of CBO's participating with eligible recipients designated by rural and urban areas.*

Seven (7) CBO projects were located in urban cities, and one (1) was in a rural city.

- *Programs, services and activities of CBO's in cooperation with other programs, non-traditional*

Community Based Organizations (CBOs) operate projects jointly with the Wisconsin Technical College System. These projects typically involve 6 activities: recruitment, enrollment, testing and assessment, career exploration, career guidance and counseling, gender equity orientation, monitoring and support services, and follow-up. Support services include referrals to appropriate places for financial aids, child care and transportation, and remedial and/or tutorial assistance. These grants are often coordinated with JTPA grants that provide GED (General Equivalency Diploma) preparation. As a result of the funding 27% of those enrolled in the grant began vocational training programs within the grant year.

- *Append exemplary program(s) to this report, with criteria used in selection.*

The Expanding Career Development program at The Spanish Center operated in conjunction with Gateway Technical College in Racine and Kenosha has been selected as the outstanding Community Based Organization Grant. Details are in the attachment, page 47.

IX. Consumer and Homemaking Education

The number of consumer and homemaking students served for FY 1993-94 at the postsecondary/adult level in Wisconsin was 3,795.

- *Exemplary programs*

The **Intergenerational Programs-Linkages and Partnerships project** at Chippewa Valley Technical College has been selected as the Consumer and Homemaking Education exemplary program fir 1993-94. Details are in the attachment, (see page 48).

XI. Integrating Applied Academics Into Vocational-Technical Education Programs

- *Number of Students:*

All students are accepted into State Board approved programs.

- *Description of Activities:*

In its three year plan under *Perkins*, the State Board stated that:

> "State Board policy requires that all programs offered by the WTCS districts shall be approved by the Board and shall be development according to the provisions established by the Board. The WTCS Education Services Policies and Procedures Manual contains the requirements and procedures for program development, implementation, maintenance, and supervision under s. 38.001, Wis. Stats. All programs that are approved by the Wisconsin Technical College System Board (WTCSB) that operate in the WTCS system lead to an Associate of Arts (College Parallel) degree, Associate of Applied Science degree, Vocational Diploma, or Apprenticeship Certification. Specific elements and procedures for programs apply to: criteria development, advisory committee, extended associate degree, program modifications, apprenticeship, alternative learning, and standards. The WTCSB also has the responsibility of approving courses offered in programs and other types of offerings in the WTCS system.
>
> The provisions governing program approval require the measurable integration of academic and vocational subjects ...." (X. WTCSB ASSESSMENT OF NEEDS AND RESULTS, 1. Integration of academic and vocational education.)"

This section of the plan continues with a description of the specific occupational and academic requirements for degree, diploma and apprenticeship programs.

- *Description of Services for Special Populations:*

See, above, those sections of this report dealing with services to special populations.

- *Impact:*

The examples given -- "team teaching, development curriculum, performance standards and core measures" -- are not specific to the integration of academic and occupational education vis-a-vis any other type of curriculum. The relevant impacts are job placement or continuing education at a higher level. *(See the Postsecondary Enrollment Table, Table D, page 11.)*

XII. Career Guidance and Counseling

- *Provide impact of the career guidance and counseling in your State (including benefits) of types and number of programs and persons served;*

All 16 WTCS districts provide guidance and counseling to special populations with cost sharing among several funding sources. A total of 57 projects funded under *Perkins* have been identified as Guidance & Counseling in nature. Seventeen (17) projects were designed to provide services to disabled participants and twenty eight (28) were directed at disadvantaged groups. Six (6) direct their services to LEP. Another five (5) projects were funded for services related to sex bias activities. One (1) project was funded for the incarcerated. Counseling was a component in additional projects funded under *Perkins*.

Guidance and counseling projects provided academic assessment, educational and career planning, and referrals to both appropriate internal support services and external service agencies. Help with accessing financial assistance and special help in job placement upon graduation were special services which were very effective in retention of special populations and keeping them progressing along their chosen career paths.

Abbreviations/Acronyms

ADA	Americans with Disabilities Act
BIA	U.S. Bureau of Indian Affairs
CEW	Center on Education and Work (UW-Madison)
CIC	Center for Industrial Competitiveness
CBO	Community Based Organization
DILHR-BAS	Wisconsin Department of Industry, Labor and Human Relations, Bureau of Apprenticeship Standards
JOBS	Job Opportunities and Basic Skills
JTPA	Joint Training and Partnership Act
LEP	Limited English Proficient
Perkins	Carl D. Perkins Vocational and Applied Technology Act of 1990
PSM	Performance Measures and Standards
RFP	Request for Proposals
State Board	Wisconsin Technical College System Board
USDE	U.S. Department of Education
USDOL-BAT	U.S. Department of Labor, Bureau of Apprentice Training
WANTO	Women in Apprenticeship and Non-Traditional Occupations
WAVAI	Wisconsin Association of Vo-Ag Instructors
WIDS	Wisconsin Instructional Delivery System
WTCS	Wisconsin Technical College System
WTCSB	Wisconsin Technical College System Board

ATTACHMENTS

ABSTRACTS OF EXEMPLARY PROGRAMS

Exemplary Program: Single Parent/Displaced Homemaker/Single Pregnant Women

For the second year, the **Re-Entry Women** program at Moraine Park Technical College in Fond du Lac has been selected as the outstanding program. This program was also recognized last year by the National Center for Research in Vocational Education as one of six programs nationally that provide exemplary services for special populations. The program had 86% of those enrolled in the career planning and preparatory services at the three college campuses enroll in vocational training programs with well over 50% in high tech/high wage programs. Local evaluation of the programs shows a significantly high success rate for students who went through this program once they enter training. The Re-entry program brings students into the institution who would not have been there without this assistance.

Exemplary Program: Sex Equity

The 1993-94 outstanding Sex Equity project is the **Tools for Tomorrow Program** at Madison Area Technical College (MATC). This program began four years ago as a demonstration program to jointly work with a community based organization (Employment Options) with a history of an emphasis on non-traditional employment for women and the local tradeswomen's organization to develop a program at MATC's Tech Center to get women interested in and employed as apprentices in the construction field. As a result of the fourth year of operation, the **Tools for Tomorrow program** has resulted in seven women entering employment as apprentices, seven employed in pre-apprenticeship training or related employment and four enrolled in non-traditional training programs at the technical college. In addition, two of the tradeswomen who were instructors in the program have been hired by the college as full time staff. Now they are serving as daily role models for women in the machine tool and welding programs.

Exemplary Program: Special Populations - Disabled Persons

There were several general reasons for nominating the Western Wisconsin Technical College (WWTC) project **Services for Persons with Disabilities** for the 1993-94 exemplary program of the year.

The first reason was direct service to students with disabilities. The actual umber of students with disabilities served was 342. Specialized special needs counseling was provided to 233 individuals. Seventy (70) students with disabilities received a detailed vocational evaluation. Eighty (80) students with disabilities received support service accommodations in the classroom. Twenty five (25) deaf or hard of hearing students received comprehensive services including interpreting, tutoring, and case management. The district also established an Adaptive Technology Center to provide special equipment to facilitate accommodation and adaptation for classroom learning, home study and mobility.

Under the project, the district developed and implemented an accommodation policy and procedure for students with disabilities. WWTC further developed and implemented a comprehensive service delivery system - from transition services to graduate followup - to serve students with disabilities. They also developed and implemented a special needs counseling model for four (4) outreach campuses.

Inservice training on working with students with specific disabilities was given to 150 WWTC and other staff. A "Day to Day with Disabilities" awareness activity for 200 WWTC staff was also conducted as part of the inservice training sponsored by this project.

Exemplary Program: Special Populations - Academically Disadvantaged

The tutoring and remedial services provided to academically disadvantaged students at Blackhawk Technical College have resulted in student academic success far beyond those in any other college. The Blackhawk program provides a complete array of services to disadvantaged students enrolled in vocational and associate degree programs. Tutorial assistance was provided to 212 students. This consisted of study groups and peer tutoring. Assistance is provided in test taking, alternative testing and alternative mastery demonstrations. In addition, classes are offered in writing, math, science and study skills for 144 students having problems with their coursework. Counselors and instructors are closely linked into the process for referring and assuring their success. The college also has an excellent student tracking system that documents the student success.

Exemplary Program: Community Based Organizations

The **Expanding Career Development program** at the Spanish Center operated in conjunction with Gateway Technical College in Racine and Kenosha has been selected as the outstanding Community Based Organization grant. This program is coordinated with JTPA grants that provide basic skills/GED preparation. The Spanish Center, through a variety of services and approaches achieved a 38% enrollment in postsecondary vocational programs which is well above the state average. They also had a significant number of participants enroll in other higher educational institutions.

Exemplary Program: Consumer and Homemaking Education

The **Intergenerational Programs-Linkages and Partnerships project** at Chippewa Valley Technical College is exemplary because of the broad base of understanding and support generated for the project and its activities in and out of the district. The project developed numerous worthwhile resources which are still being used today in the schools, community centers and agencies both statewide and nationally. In the first years of the project materials developed received national attention and were chosen to be highlighted in the media.

The project was aimed at bringing the generations together, allowing lifetime experience and knowledge of the elderly to be shared with young children and in turn allowing the children to share with the elderly their experiences and enhancing the value of life for one another. The emphasis of the project was to promote cooperation/collaboration among various institutions/agencies, including schools, businesses, service organizations, and governmental agencies. This was accomplished through networking, offering technical assistance, developing partnerships, community outreach, intergenerational advocacy, and community problem solving.

A strength of this project was the ability for the project to stay focused on its objectives, evaluate its own performance and make revisions as needed. As a result it was meeting the needs of the participants. This year the project has moved into a area identified as a need in the project, working with community based efforts empowering individuals to enrich their communities and lives through involvement in meaningful volunteer work. The track record of the previous years is almost a guarantee it will be a successful and worthwhile effort.

A total of 2,000 participants were served through this project since its inception.

GMB No. 1830-0503
Exp. 01-31-97
Page 1

POSTSECONDARY ENROLLMENT
State WISCONSIN

Period report covers: 7/1/93 - 6/30/94
Name James Halloran

Ph: (608) 266-2991

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOT ENG	TOTAL		REQ. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		MALE	FEMALE									
AGRICULTURE	8,895	5,358	3,139	3,845	1,016	12	222	1	209	431	4,107	463
MARKETING	35,309	17,429	17,452	3,574	3,281	78	624	9	1,392	49	29,481	983
TECHNICAL	65,098	46,627	15,361	6,781	7,616	163	1,337	15	2,295	966	52,851	2,782
CONS/ H'MKING ED	17,571	3,543	13,903	--	1,134	266	232	66	546	--	17,571	--
OCC HOME ED	42,127	10,689	30,580	856	2,397	109	569	9	1,367	60	40,386	480
TRADE & INDUSTRY	47,589	40,426	6,563	3,410	5,300	310	1,059	33	1,630	254	41,068	2,738
HEALTH	64,346	24,247	39,526	6,554	7,681	103	1,058	11	3,035	1,086	51,729	5,608
BUSINESS	75,905	20,003	55,214	6,804	11,274	318	2,051	21	4,999	1,026	61,837	2,904
TECH ED/I.A.	--	--	--	--	--	--	--	--	--	--	--	--
GRAND TOTAL	336,544	157,885	172,055	31,824	38,461	1,313	6,935	161	14,848	3,872	278,734	15,958

POSTSECONDARY ENROLLMENT
State WISCONSIN

Period report covers: 7/1/93 - 6/30/94
Name James Halloran

Ph: (608) 266-2991

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOT ENG	TOTAL		LINKAGE				1992-93 PLACEMENT GRADUATES					CURRENT TEACHERS
		MALE	FEMALE	TECH-PREP	COOP	APPR	WK-STDY	CONT ED	EMPLOYED		MIL	OTHER	
									R'LTD	OTHER			
AGRICULTURE				--	--	--	--	15	275	43	1	107	283
MARKETING				--	--	--	--	63	584	192	0	212	857
TECHNICAL				--	--	336	--	130	1,436	436	5	660	2,296
CONS/ H'MKING ED				--	--	--	--	--	--	--	--	--	529
OCC HOME ED				--	--	--	--	41	354	36	0	87	1,038
TRADE & INDUSTRY				--	--	5,714	--	117	1,247	372	4	510	1,699
HEALTH				--	--	--	--	249	3,345	581	6	1,554	1,955
BUSINESS				--	--	--	--	129	1,691	540	5	680	2,199
TECH ED/I.A.				--	--	--	--	--	--	--	--	--	--
GRAND TOTAL				--	--	6,050	--	744	8,932	2,200	21	3,810	9,891

The Wisconsin Technical College System Board is in full compliance with state and federal equal opportunity and affirmative action laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl Perkins Vocational and Applied Technology Education Act, Adult Education Act, Job Training Partnership Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCSB not to discriminate on the basis of race, color, creed, national origin, religion, sex, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System Board, 310 Price Place, P.O. Box 7874, Madison, Wisconsin 53707; telephone (608) 266-1844 or Telecommunications Device for the Deaf (TDD/TTY) (608) 267-2483.